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ABSTRACT

This final performance report describes Project FLASH (Family Learning Action Starts Here), a literacy project of the Fitchburg (Massachusetts) Public Library designed to provide opportunities for parents to improve their own basic skills while at the same time enhancing their ability to provide literacy-based activities to their children. The report begins with a section that provides quantitative data. A narrative section describes activities and compares actual accomplishments to project objectives for 1993, including: (1) numbers of English as a Second Language (ESL), Graduate Equivalency Diploma (GED), and adult basic education participants; (2) post-test results and other indications of progress for these adult learners; (3) attendance statistics; (4) library use by participants and their children, including weekly intergenerational library activities; (5) field trips to local sites of interest; (6) establishment of core collections of library materials; and (7) public awareness activities. Proposed and actual expenditures are compared. The role of the library is discussed; the contributions of other organizations are summarized; facilities used are listed; and the impact of the project is considered. Attachments include a flyer, newspaper clippings, student goals list, and family literacy checklist. (MES)

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ED 416 878

Fitchburg Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

IR056903

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LSCA Title VI Final Report

Fitchburg Public Library
610 main Street
Fitchburg, MA 01420

508-345-9639

Report Completed by: Cathy Apfel
Project Coordinator

Grant Number: R167A20444

Amount Awarded: $34,892.00

Amount Expended: $34,892.00

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
_X_ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

Two communities (Leominster and Gardner) participated in this project.

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
___ Training
___ Rural Oriented
_X_ Basic Literacy
___ Other (describe)_____

_X_ Collection Development
_X_ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
_X_ Intergenerational/Family
_X_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
_X_ Intergenerational/Families
_X_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach _X_ LVA ___ Michigan Method
___ Orton-Gillingham _X_ Other (describe)

Instruction was provided by a paid teacher of adult education. A wide variety of techniques were used based on the needs of our target population.

5. If this project involved tutoring, how was it provided? (check as many as applicable)

___one-on-one tutoring X small group instruction 10 - 12 adults in each of two classrooms
X classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? X yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

Tests used: ESLOA, READ, GED assessment tests, teacher made reading and math inventory

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? X yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

See attached

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
X recruitment brochure
___ resource directory
___ evaluation report
___ survey
___ newsletter(s)
___ other (describe)
_____
_____

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 22
Of those served, how many received direct tutoring service? 22
How many hours of direct tutoring service did they receive? 4hrs/wk for 20wks.
How many new volunteer tutors were trained? 3
How many current volunteer tutors received additional training? _____
How many volunteer tutors (total) were involved? 3
How many non-tutor volunteers were recruited? 0
How many service hours were provided by non-tutors? 0
How many librarians were oriented to literacy methods, materials, and students? 3
How many trainers of tutors were trained? _____

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

Part III. Narrative Report

1. Completion of Goals and Objectives

Project FLASH was a family literacy program designed to provide opportunities for parents to improve their own basic skills while at the same time enhancing their ability to provide literacy based activities to their children. Its target population were parents of children ages 3 - 10 who were seeking instruction in areas of ABE, ESL, and/or GED preparation. Instruction took place in twice weekly sessions at the Head Start Building in Leominster, MA and at Mt. Wachusett Community College in Gardner, MA. In addition to instructional sessions, weekly meetings at each public library provided families with the opportunity to participate in story time (planned and implemented by each children's's librarian), book selection and library exploration. A similar program (funded through LSCA Title I) provided the same activities for families living in the neighboring city of Fitchburg, MA.

A total of 22 families participated in Project FLASH from February 1, 1993 through August 30, 1993. Although we did not reach our goal of 15 families at each of our two sites, 10 - 12 participants appears to be a more realistic number when compared to other adult education classes. Due to the fact that we also addressed a broad range of needs (ABE, GED and ESL) within the same classroom, it

would have been difficult to provide individualized instruction if our group had been larger. In addition to a certified adult education instructor, trained volunteers assisted us in meeting the wide variety of academic needs presented by our students. Library volunteers also assisted us by working 1:1 with adults who needed more support. Each adult participant was assessed using the READ and/or ESLOA to determine reading levels as well as mastery of English. A teacher made math assessment was used to determine the ability to use numerical computation in real life situations and GED placement exams were used to assess strengths and weaknesses in each area of testing. In addition to the above, each parent also filled out an interest survey to guide them in determining their own personal and academic objectives.

Out of 22 participants, 10 were ESL students, 8 were preparing to take the GED exam and 4 were working on basic reading and math skills. Post-testing of adult learners indicated that:

a) 50% of the ESL learners gained one level on the ESLOA.

b) 2 ESL students moved on to more intensive training programs after completing instruction with this project.

c) 3 ESL students made few gains due to poor attendance.

d) 5 GED students passed all sections of the GED exam!

e) 2 GED students passed two sections of the GED exam.

f) 1 GED student failed to pass any part of the GED.

g) 2 ABE students gained one grade level in reading and half a grade level in

math skills.

h) 2 ABE students made no measurable gains again due to poor attendance.

At the end of June, we discussed with each parent the growth they had made, and asked for feedback about how they now viewed the learning process. Only 6 of our parents had prior experience with other adult education programs.

Overall, ESL learners indicated feeling more comfortable speaking English with their children or other adults. Other participants strongly felt that being able to participate in this project has given them the confidence to continue in more intensive programming specific to their needs. Two of four parents who passed the GED are now enrolled at Mt. Wachusett Community College and 3 other participants have enrolled in job training programs. All parents indicated that they now read at home more frequently to their children, and feel more comfortable using the library as a resource for learning and enjoyment.

One of the most important factors contributing to academic growth was consistent attendance. The severe weather of the past winter made it difficult for many parents who walked to the program to get there on a regular basis. Overall, average attendance for all 22 families was only 45%, (we had hoped to achieve 60%). Twelve families did respond well, however, attending 75% of all scheduled sessions, with 6 families at the Gardner site achieving a 91% attendance rate.

Only 6 out of 22 parents used the library before participating in Project FLASH. We issued library cards to the other 16 adults and 19 of their children. These results are consistent with our previously stated objectives. Our objectives also stated that 16 intergenerational library related activities would be held at each local library. A total of 12 sessions were held at the Leominster Library and 13 at the Gardner Library. Program cancellations due to weather affected our ability to complete all activities within our 5 month time frame. Although initially hesitant to actively take part, parents became increasingly more comfortable in the library environment and eventually became as enthusiastic as their children.

Each 45 minute session included stories read by the children's librarian followed by book selection and library exploration. Helping adults choose stories which they could read at home was an important follow-up activity to each of our sessions. Part of our curriculum also included instruction on how to read to children as well as a project which required parents to write their own book to read to their child. In addition to the above, parents also received 4 "activity pacs" which contained ideas for literacy based activities which they could do at home with their children as well as reading lists of children's books.

In addition to library activities, 8 field trips were taken over the summer to local sites of interest including visits to the Toy Cupboard Theater, Farmland, the Worcester Science Center, the Acton Children's Museum, Wachusett Meadows, Coggshall Park, the Leominster Plastic Museum and Leominster State Forrest.

These outings allowed families to explore their community while at the same time engaging in shared learning experiences with their children. After each trip, parents were encouraged to take out related books from the library. These out of classroom activities helped enhance the message that not only is learning important, but it can also be fun.

Core collections of library materials were established at both the Leominster and Gardner public libraries. These materials included educational materials for parents, children's books, books on tape, educational software, informational videos and easy reading books for parents. Materials are kept in each library's Family Literacy Resource Center. Although it is impossible to determine exact circulation figures, we estimate that, as projected, over 300 of these items have been circulated to participating families.

Our final objective was to increase public awareness of both the need for literacy intervention and the possibility of participating in projects. Publicity pieces were created, distributed and presented throughout the course of this project. They included newspaper articles, informational flyers, presentations by the Project Coordinator to school systems and community support agencies, radio presentations, and talks on Cable TV. Copies of distributed information are attached at the end of our report.

2. Activities

This project was designed to improve the literacy skills, desire, and opportunity for life-long learning for adults, while at the same time ensuring that the damaging cycle of intergenerational low-literacy would not be continued. Parents met at the Head Start Building in Leominster and at Mt. Wachusett Community College in Gardner two afternoons each week from 1:00 to 3:00 P.M. for small group instruction in areas of remedial reading, GED preparation and learning English as a second language. A paid Instructor initially screened and tested participants to determine present literacy levels in areas of reading, math and English. After assessing each adult, clients met with the Instructor to determine appropriate short and long term goals for each individual. Goals included reading and math objectives along with a personal objective such as being to read the bus schedule or fill out a job application. Instructors then determined the most appropriate materials and methodologies for instruction based upon each individual's learning style and needs. Trained volunteers worked individually with students who required more intensive direction and support.

While adults participated in direct instruction, their children (ages 3 - 6) were provided with age-appropriate literacy based activities by the teaching-assistant. Providing a situation in which parents and children could learn together supported our premise that when children see their parents involved in the learning process they will view school as important. Our curriculum also included instruction in

how to read to children as well as how to encourage and support learning at home.

Weekly intergenerational library activities were an important component of this project. Each public library in Leominster and Gardner arranged weekly story hours for parents and children. Along with project staff, the children's librarian at each library planned and conducted each session to reflect the individual needs of participants. Librarians also made sure that all adults and children were issued library cards and were familiar with the resources available through the Family Learning Resource Centers developed as a result of this grant. Materials in these centers now include print, video, software and audio-cassette material designed to encourage the continuation of literacy activities at home and information which will enable parents to make more informed decisions for themselves and their children. This collection is entered into the C/W MARS data base used by each library.

As a supportive activity in areas of reading and writing, parents were also asked to write their own children's books which could then be read at home. Our hope was that parents would be able to integrate skills they were working on in the classroom into a meaningful learning activity for their children. The results went far beyond our initial expectations.

During July and August, families went on field trips to local sites of interest including puppet shows, animal farms, museums and parks. These outings allowed

families to explore their communities while at the same time engaging in shared learning experiences with their children. These out of classroom activities helped enhance the message that not only is learning important, but it can also be fun.

3. The Role of the Library

Each public library in Leominster and Gardner played an important role in the implementation of this project. Although instruction took place at other locations, family activities were held at each library and arranged and conducted by the children's librarian. Along with the Project Coordinator, each children's librarian also chose appropriate materials to be ordered for the family resource centers and were responsible for displaying these materials to project participants as well as other community members seeking to improve their own literacy skills.

4. Agency Collaboration

During the planning stages of this project, over 30 agencies verified the need for more literacy intervention, and responded to an invitation from the Fitchburg Public Library in March 1991 to form the North Central MA Collaboration for Family Literacy. Agency members have continue to meet every six weeks over the past three years to assess the needs of participating communities, oversee current programming and develop future strategies to address the problems of

low-literate adults and their families. Key agencies in this collaboration are the Fitchburg, Leominster and Gardner Libraries, Head Start, System of Adult Basic Education Support (SABES), Mt. Wachusett Community College, the Montachusett Opportunity Council, Catholic Charities, and Literacy Volunteers of America. The purpose of this group is to insure that learning deficiencies are kept from being handed down from parent to child in a repetitive pattern of low-literacy. Towards this end, the Fitchburg Public Library applied for and received state and federal funding to begin Project FLASH in the tri-city area of Fitchburg, Leominster and Gardner. Throughout the past year, members of the Collaboration have been committed to supporting each others efforts and have all contributed their time, personnel and dollars. The success of Project FLASH can, in a large part, be attributed to the contributions made by members of this group. Mt. Wachusett Community College in Gardner provided space for educational programming, while Head Start in Leominster provided use of their facility as well as child-care materials. Staffs at each library contributed teaching resources as well as the planning and coordination of intergenerational activities. Volunteers from the Fitchburg State Literacy Corps assisted us in providing individualized instruction to adults, while family service coordinators from Head Start gave freely of their time through the recruitment of new families. SABASE planned numerous workshops in areas of adult education to assist staff in keeping up to date on current materials and methodologies. By pooling resources, the collaboration has been able to reduce waste and minimize the duplication of services.

5. Program Locations

Educational instruction for adults and child-care for children took place at the Head Start Building in Leominster, Ma. and at Mt. Wachusett Community College in Gardner, Ma. Intergenerational activities took place at the Leominster and Gardner Public Libraries. LSCA Title I funding provided similar opportunities to families living in the city of Fitchburg where activities took place at the Fitchburg Head Start Building and the Fitchburg Public Library. All sites were provided at no cost by participating agencies.

6. Project Impact

The Fitchburg Public LIbrary has been designated as an Access Center by the MA Board of Library Commissioners and a Literacy Resource Center by the Commonwealth Literacy Campaign, as has the Gardner Library. In order to receive these designations, each library participating in this project has placed a high priority on service to patrons with disadvantages of all types including low-literacy skills. The Fitchburg Public Library houses the Montachusett Affiliate of Literacy Volunteers of America which serves all three cities. The monies provided through this grant have allowed all three libraries to develop extensive collections of educational and resource materials which continue to circulate to program and community members. These Family Learning Resource

Centers provide valuable information to adults seeking to improve their own basic skills as well as those of their children. With the addition of these resources, each library is now better equipped to address the literacy needs of community members and their families.

7. Budget Expenditures

	Original Budget	Actual Expenditures
Salaries	$16,512.00	$16,516.00
Fringe	$ 3,780.00	$ 1,596.60
Supplies	$ 1,400.00	$ 615.90
Library Materials	$10,500.00	$14,409.10
Other - Transp/Adm.	$ 2,700.00	$ 1,754.00
Total	**$34,892.00**	**$34,892.00**

Unexpended dollars in fringe, supplies and transportation/admission, were used to purchase additional items for the Family Learning Resource Centers located in each library.

PROJECT FLASH

FAMILY LEARNING ACTION STARTS HERE

SPONSORED BY THE NORTH CENTRAL MASSACHUSETTS COLLABORATION FOR FAMILY LEARNING

WHAT: A family learning program which provides educational instruction for adults (ABE, ESL, GED preparation) along with concurrent activities for their children.

WHY? A **PARENT** is a child's first and most important teacher.

WHO: Parents who are looking for Adult Education classes and their children (ages 3 to 10).

WHEN: **Starts February 1, 1993** (Enrollment thru April, 1993)

WHERE: **Head Start Building, Fitchburg**
1:00 to 3:00 P.M.
Wednesday and Friday

Mt. Wachusett Community College, Gardner
1:00 to 3:00 P.M.
Monday and Wednesday

Head Start Building, Leominster
1:00 to 3:00 P.M.
Tuesday and Thursday

ALSO: Weekly intergenerational reading sessions at each local library followed by related activities which engage both parents and children in joint learning opportunities.

AND: Summer field trips to local museums and other sites of interest.

PLUS: No cost — No eligibility requirements!

For more information call: **CATHY APFEL**
345-9635
342-1047 (leave message)

Funded by LSCA Title I&VI through the U.S. Dept. of Education and the Massachusetts Board of Library Commissioners.

11/20/92

Project FLASH getting in gear

By Christine Guilfoy
Staff Reporter

The area's first family literacy program will be getting off the ground in northern Worcester County in February, thanks to the infusion of $60,000 in federal funds that will be used to set up classes for parents and children in Fitchburg, Leominster and Gardner.

The funding comes to the area as the result of a collaborative effort begun in 1989 and spearheaded by area librarians, educators and social service providers. Some of the funds were awarded through the state Board of Library Commissioners.

When the first classes are held Feb. 1 — at sites to be announced — Project FLASH (Family Learning Action Starts Here) will become one of a growing number of family literacy programs across the United States, said Cathy Apfel, project coordinator. The program will be geared toward adults who

> Fitchburg Library Director Elizabeth S. Watson said there are markers that suggest that literacy is a problem in northern Worcester County.

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11/20/92

CHRISTINE GUILFOY

Elizabeth S. Watson, director of the Fitchburg Public Library, left, and Cathy Apfel, Project FLASH coordinator.

Project FLASH gets in gear

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need instruction in reading and math, and have children between ages 4 and 10.

Project FLASH will feature twice-weekly classes for adults, which will be coupled with instruction for their children. The idea is to break the cycle of family illiteracy by involving both parent and child in the same program.

FLASH will teach parents educational activities they can do with their children, said Apfel. Not only will parents learn academic skills, but parents and children will be encouraged to read together and engage in other learning activities together.

The first family literacy project was set up in 1984, and was followed five years later by the establishment of the National Center for Family Literacy in Louisville, Ky.

Family literacy programs are expanding not only because they make sense, noted Apfel, but also because the federal government began sinking more money into them with the passage of the National Literacy Act of 1991.

In late 1989, the state Board of Library Commissioners set out to establish about a half dozen family literacy projects across the state using federal Title I funds, said Elizabeth S. Watson, director of the Fitchburg Public Library. Watson became one of the prime movers in establishing the local Family Literacy Collaborative that would eventually win $25,000 from the board to start Project FLASH.

The collaborative took things a step further by applying for and receiving $35,000 in federal Title VI money last summer.

Although there is little data available on the state of literacy in northern Worcester County, there are markers that suggest literacy is a problem, said Watson. Literacy programs already in the area all have waiting lists, she said. In addition, school dropout, unemployment and poverty rates are high. There is also an increasing population of adults who are not native English speakers.

The program also will help parents learn where to find out about educational programs in the community and will attempt to impart the value of reading to non-reading adults, Apfel said. Once they are introduced to literacy classes through Project FLASH, adults may then want to take regular adult literacy classes, said Watson.

Apfel can be reached at 342-1047.

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3/25/93

Literacy Programs Crop Up

By SALLY MOUSSETTE
News Staff Writer

Ask best friends Laurie Hotchkiss and Monique Brown about literacy and they'll talk about dreams, about opportunity. These Gardner women will be the first to say they are motivated students. And their children won't be far behind.

"When children see their parents going to school, then they know education is important," explains Cathy Apfel, coordinator of Project FLASH (Family Learning Starts Here), where the women are studying for the GED exam.

From worker retraining classes to seminars on how to read to your child, literacy programs are cropping up everywhere and Gardner is no exception.

Why?

According to the American Library Association, one out of five workers in the United States reads at no more than an eighth-grade level. As many as one in eight reads at a fourth-grade level. And literacy begins with educating parents, says the ALA. Apfel agrees, citing new research warning that parents who don't read to or teach their children at home could be setting them up to perform poorly in school.

Brown and Hotchkiss are believers. They have already completed four math workbooks in the first month of the program, often comparing answers and reworking the problems together by phone after their children have gone to bed.

"If we cheat, then we're only cheating ourselves," Brown said. "The program runs until June, but we will be ready (to take the exam) by April. I want to be in school by September, when both of my children will be in school."

Brown plans to eventually become a physical therapy assistant, while Hotchkiss opts to study psychology and bookkeeping. While they work on academics, their preschool-age children enjoy an educational playtime in another room.

In addition to separate classes, Project FLASH brings families together weekly at the public library, to acquaint themselves with the abundance of books, videos and free educational activities libraries offer. The project has purchased a cache of family resource learning materials, including books on tape, computer software and activity books for the Fitchburg, Leominster and Gardner public libraries, Apfel said. North Central Collaboration for Family Learning (NCCFL), the project sponsor, is now seeking additional funding to buy books for these families as they begin home libraries.

Apfel believes the individual attention and low-key atmosphere of her program is a positive first experience for both parents who are beginning adult education and young children who may not have attended play groups before.

"We like coming here. It's quiet and the kids are busy with someone else. I wish it was more than twice a week. The kids love it, too" Hotchkiss said.

The project is funded by grants from the U.S. Department of Education and the Mass. Board of Library Commissioners, and operates in Gardner, Fitchburg and Leominster.

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North Central MA Collaboration for Family Literacy

ZC	last	first	position	organization	street	city
01420	Angus	Brian	Director	Fitch-Leo Community Action	408 Main St.	Fitchburg
	Apfel	Cathy	Director, Project FLASH	Fitchburg Public Library	610 Main St.	Fitchburg
	Aronson	Mark	Librarian	Reingold School	70 Reingold Ave.	Fitchburg
	Bernard	John	Director	MA Dept. of Public Welfare	400 Main St/P.O. Box 7617	Fitchburg
	Bourque	Shirley		Miray Campus School	Portage Road	Fitchburg
	Coakley	Jean	Director	Literacy Volunteers	610 Main St.	Fitchburg
	Dallas	Carolyn	Director	Cleghorn Neighborhood Center	100 Daniels St.	Fitchburg
	Delgado	Margarita	Counselor	Fitchburg High School	99 Academy St.	Fitchburg
	Dzerkacz	John	Coordinator, Special Needs	Mont. Reg. Voc-Tech School	1050 Westminster St.	Fitchburg
	Emma	Jane		Fitchburg Job Training	383 Main St.	Fitchburg
	Foley	Robert	Library Director	Fitchburg State College	160 Pearl St.	Fitchburg
	Grzewinski	Phil	President	United Way Of No.Central MA	915 South St.	Fitchburg
	Hetzel	Charles	--	Fitchburg State College	160 Pearl St.	Fitchburg
	Holmes	Karen		Headstart	110 South St.	Fitchburg
	Holmes	Norma		Girl Scouts	12 Mack Road	Fitchburg
	Lary	Phyllis	Executive Director	Mont. Reg. Employ. Bd.	75 Summer St Suite CCC5	Fitchburg
	LeJeune	Mary	Librarian	B.F.Brown School	62 Academy St.	Fitchburg
	Magee	JoAnn	Children's Librarian	Fitchburg Public Library	610 Main St.	Fitchburg
	Michaud	Dessie	Librarian	Crocker School	Crocker School Drive	Fitchburg
	Morris	Jenny	Director	MCC Learning Center	100 Main St.	Fitchburg
	O'Neil	Bill	Procation Department	Fitchburg District Court	100 Elm St	Fitchburg
	Rostedt	Jan	Librarian	Fitchburg High School	99 Academy St.	Fitchburg
	ROUSSEAU	TC*		LUK	99 DAI ST	FITCHBURG
	Roy	Michael			81 Ohio Ave.	Fitchburg
	Schwartz	Colleen	Coordinator, Bi-lingual Education	Fitchburg Public Schools	1047 Main Street	Fitchburg
	Straccas	Shirley	Librarian	Memorial School	615 Rollstone St.	Fitchburg
	Watson	Elizabeth	Chief Librarian	Fitchburg Public Library	610 Main St.	Fitchburg
01420	Gallo	Melanie		Fitchburg High School	Box 209 Jewell Hill Rd	Ashburnham
01440	Bourgeois	Rita	Director	Gardner Community Action	175 Connors St.	Gardner
	Coolidge	Chris	Librarian	Mt. Wachusett Community College	444 Green St.	Gardner
	Fitzgerald	Laura	Counselor	NEF4C	31 Lake St.	Gardner
	Hubbard	Deborah	Family Service Director	Head Start	63 Coleman St.	Gardner
	Husbands	Barbara	Children's Librarian	Levi Heywood Memorial Library	57 City Hall Ave.	Gardner
	Lauricella	Janet	Director	United Way of Greater Gardner	161 Chestnut St.	Gardner
	McNeil	Jennifer	Counselor	NEF4C	31 Lake St.	Gardner
	Pragot	Judy	Director, Continuing Education	Mt. Wachusett Community College	444 Green St.	Gardner
	Soar	Victor	Special Needs Administrator	Gardner School Department	139 Elm St.	Gardner
01453			Librarian	South East School	95 Viscoloid Ave.	Leominster
	Cocci	Richard	Director, Special Education	Leominster School Department	14 Monument Square	Leominster
	Foley	Meredith	Asst.Director	Leominster Public Library	30 West St.	Leominster
	Latimer	Neddy	Director	Spanish American Center	16 Cross St.	Leominster
	McKeehan	David	President	N.Cen. MA Chamber of Commerce	110 Erdman Way	Leominster
	Parisi	Katherine	Librarian	Leominster High School	122 Granite St.	Leominster
	Regan	Maria	Coordinator, Bi-lingual Education	Leominster School Department	14 Monument Square	Leominster
01468	Curry	Donna	Project Director	Mt. Wachusett Community College	28 Shady Lane	Templeton
01473	Mitchell	S.A.	Workplace Ed.	Digital	1 Digital Drive	Westminster
	Robinson	Merillyn	Employee Relations MMO-A74	Digital	1 Digital	Westminster
01606	Farrey	Margaret	Central MA Reg. Coord.SABES	Quinsigamond CC	670 West Boylston St.	Worcester
01610	Lippel	Barbara	Administrator of Educational Services	Catholic Charities	15 Ripley St.	Worcester
02115	Kanus	Louise	Consultant	Massachusetts Board of Library Commissioners	648 Beacon St.	Boston
02146	Nickse	Ruth			58 Monmouth St.	Brookline
02215	Quezada	Shelley	Consultant	MA Board of Library Commissioners	648 Beacon Street	Boston

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STUDENT GOALS LIST

Name: _____ Date: _____

Personal Goals:	Can Do	Work On	Progress Fall	Progress Spring
1. Read/Write address/Name Phone number/Social Security Number				
2. Write a shopping list				
3. Open a checking account				
4. Read bills				
5. Use the phone book				
6. Read a menu				
7. Read/Write recipes				
8. Take the driver's test				
9. Fill out accident report				
10. Read leases or contracts				
11. Read/write letters or notes				
12. Improve math skills				
13. Learn to use computer				
14. Read a newspaper (what parts?)				
15. Read magazines (which ones?)				
16. Read labels & signs				
17. Read a calendar				

18. Please check the subjects you like to read about:

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__ history __ adventure __ sports(which ones?)

__ politics __ crime __ humor

__ science __ occult __ "how-to-do-it" books

__ love, romance __ lives of famous people __ plays

	Can Do	Work on	Fall	Spring
19. Use a dictionary				
20. Read a bus schedule				
21. Read maps & write directions				
22. Cursive writing				
23. Improve printing				
24. Write your life story				
25. Write short stories/poems				
26. Order from a catalogue				
27. Read T.V. Guide				
Family:				
1. Read to children				
2. Help children with homework				
3. Read/write notes to childrens' school				
4. Read/write names of family				
Community:				
1. Church reading				
2. Voting registration/information				
3. Find our more about how the government works				
4. Join a group to solve a problem				
Work:				
1. Read want ads/notices				
2. Fill out job applications				
3. Write resumes & cover letters				
4. Read/write telephone messages				
5. Read/write job instructions				
6. Read to learn about other jobs				
7. Read/write memos				
8. Fill out order forms/reports				
9. Take notes at work meetings				

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LIFE SKILLS for math...	CAN DO	WORK ON	Progress Fall	Progress Spring
Daily life write dates as numbers				
tell time				
write the time				
find a batting average				
add/subtract dollars/cents				
add/subtract change				
estimate shopping $ total				
find savings from sales/coupons				
use unit price buying food				
compare cost of generic and brand name medicine				
read correct drug dosage				
read thermometer				
use cooking measures				
find total calories				
know nutrition information				
measure with standard ruler/tape				
measure with metric ruler/tape				
convert measures				
use map...local				
state				
U.S.				
find car mileage				
total a restuarant check				
figure sales tax				
read sales tax chart				
Use a checkbook/passbook				
deposit				
withdraw				
balance				

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DATE _____

FAMILY LITERACY CHECKLIST PROJECT FLASH

Please check the activities which you presently engage in with your children.

	YES	NO
1. read stories		
2. tell stories		
3. look at books and talk about them		
4. tell them about your homeland		
5. listen to them read		
6. talk to them about school		
7. help them with homework		
8. visit their school classroom		
9. go to school meetings		
10. talk to other parents about school		
11. talk to their teacher		
12. write notes to the teacher		
13. ask someone to translate school notes		
14. take them to the library		
15. read their report cards		
16. take them to movies, plays, etc.		
17. write stories with them		
18. teach them numbers, games, songs, etc.		
19. play games with them		
20. go to a park with them		
21. have them help cook meals		
22. buy them books		
23. have a quiet place at home for reading and homework		

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